

Year 3 Afternoon Learning w/c: 2-11-20

Tuesday - Science - revisiting learning about skeletons and muscles

**Types of skeleton** - Look at the Powerpoint posted on Dojo and on school website 'What is a skeleton?'

Hydrostatic skeleton <https://www.youtube.com/watch?v=CUco9bCRtEc>

Endo and exoskeletons: <https://www.youtube.com/watch?v=fRIN9Up16Zk>

**Muscles** -

Click the link to watch a short video demonstrating what happens to muscles in our body as we use them:
















[https://www.stem.org.uk/resources/elibrary/resource/32165/muscles-using-longbow?\\_ga=2.223137179.1240890928.1603906501-1634298221.1603906501](https://www.stem.org.uk/resources/elibrary/resource/32165/muscles-using-longbow?_ga=2.223137179.1240890928.1603906501-1634298221.1603906501)

Complete the sorting activity sheet below then complete question sheet ( posted on Dojo and on school website) to show understanding.

Write the names of the animals into the table below based on what type of skeleton they have got.

Remember:

- Endoskeleton means the skeleton is on the inside.
- Exoskeleton means the skeleton is on the outside.
- Hydrostatic skeleton means the animal has no bones.

|                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |
| elephant                                                                          | tortoise                                                                          | starfish                                                                          | butterfly                                                                         | human                                                                               |
|  |  |  |  |   |
| jellyfish                                                                         | mouse                                                                             | worm                                                                              | goldfish                                                                          | lobster                                                                             |
|  |  |  |  |   |
| ant                                                                               | prawn                                                                             | beetle                                                                            | killer whale                                                                      | fox                                                                                 |

| Endoskeleton | Exoskeleton | Hydrostatic Skeleton |
|--------------|-------------|----------------------|
|              |             |                      |

Can you think of any other animals that have an endoskeleton?

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Can you think of any other animals that have an exoskeleton?

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Can you think of any other animals that have a hydrostatic skeleton?

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Wednesday -

Computing - Online Detectives Lesson 2.

The children will need access to the Internet, supervision when using search engines and the Book Creator app (this does have a cost so please don't worry if you do not have it). If your child does not have the Book Creator app, they can always use paper and pencils to create a booklet rather than doing so on an i-pad or tablet.

How to download the Children's handbook  
(ePub version)



Using their iPads, ask the children to scan the QR code below. Once scanned, the children will need to select 'or continue to website,' then click 'Direct Download' and then 'Open in Book Creator.'



The 'Online Detectives' Powerpoint for this lesson (slides 12-21) posted on the school website. The children will respond to some of the slides by typing specific questions into a search engine. They will need supervising while doing this.

Teacher's notes: Lesson 2

Can you use the world wide web to identify places?

Assessment

(IT) I can use search tools to find and use an appropriate website.

See below for steps to guide you through the lesson:

**Step 1:** Introduce the topic and explain to the children that they are going to be looking at images and identifying where the buildings in the pictures are in the world and answer some questions about them.

**Step 2:** There is an example in the Teachers presentation of 'Big Ben,' if the children needed to find out where Big Ben was then what would they search for? Once they have found it is in London how could they find out where London is? How could they find facts about Big Ben?

**Step 3:** Ask the children to complete Challenges 5, 6, 7, 8 & 9. For challenges 5-8 the children are given a place and then need to identify it and find out some facts about it. For challenge 9, the children are given a map and have to identify each of the continents. This is more difficult because the children do not have a starting point for their searches. Whilst we would encourage an independent approach to this task, some children may need some guidance for their initial search.

Thursday -

Art - Painting - tints and shades

Discuss meaning of these terms:

- Tone (the areas of dark and light in a painting or photograph)
- Tint (to make a colour lighter)
- Shade (to make a colour darker)

Look at this painting of 'Old woman frying eggs' by Diego Velazquez.



Can the pupils see all of the beautiful areas of dark and light in the painting? Can they see the way he has blended tones smoothly from dark to light?

The figures and objects look realistic, almost like a photograph, as though you could touch them. Explain that the artist has created this illusion using tone - areas of dark and light.

An artist creates tone by adding darker or lighter colours to the original colour. The simplest way of creating tones of a colour is by adding black or white to a colour.

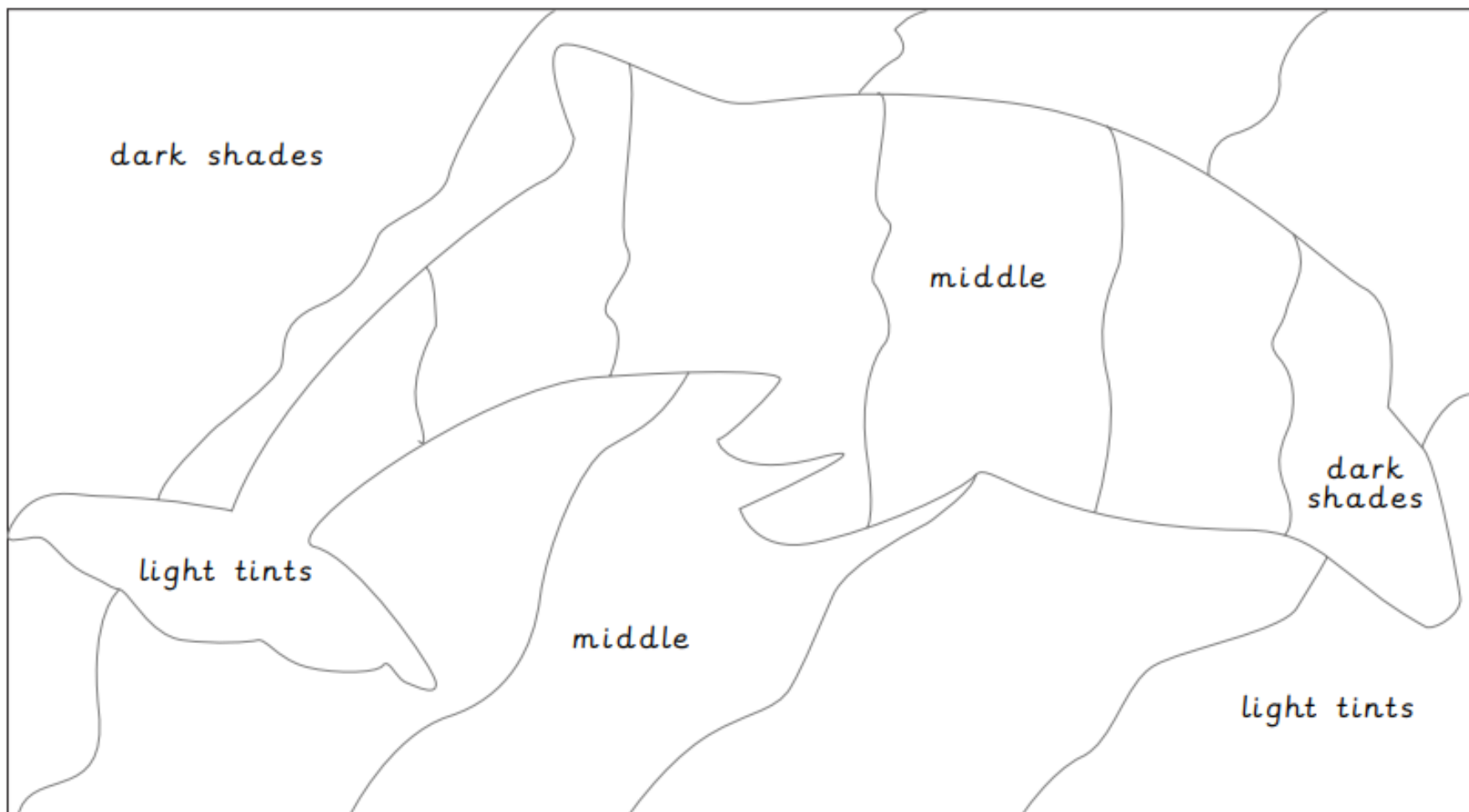
*Activity:* Complete painting on the template provided below, using black and white paint and one colour only, mixing carefully to create different tints and shades. Begin painting middle section with the colour. Then mix colour with black to make it darker, before washing brush and mixing colour and white to make the colour lighter. Work quickly before paint dries and try to blend the colours where the shades meet.

Kapow



## Tints and shades template

Paint the dolphin using only blue, black, and white so it looks like the diagram.



## Friday - RE

Today, we will learn about a lady called Harriet Tubman, who was called by God and had a very strong Christian faith. Find out how following God had an impact on her own life and the lives of others. This lesson also teaches us more about black history.

Harriet was an African-American slave who had such a strong faith in God and belief in prayer that her life changed dramatically and she went on to do amazing things, protected by God. This lesson links Click this link:

<https://torchlighters.org/heroes/harriet-tubman/> to watch a short video clip of Harriet escaping her life of slavery and with an adult, talk through some of the information about the wonderful things she did.



Harriet Tubman's Incredible Prayer Life



# Modern Day Slavery

Though slavery is illegal, that does not mean it is over.

## The bad news:

- Over 40 million people are trapped in slavery right now (that's the combined population of 80 countries.)
- Around 25% of slaves worldwide are children.
- Slavery happens all over the world, including in many U.S. towns.
- Slave owners prey on poor families looking for a better life.<sup>1</sup>
- Slavery is the third largest international crime.
- Criminals get rich off of slavery—it is a \$150 billion industry.



These children from Ghana are forced to fish—a form of modern slavery.

Source: Facebook-profile of the US Embassy in Ghana

## Is there good news?

Though so many still suffer under slavery today, God is using people all over the world to work for their deliverance. Here are some organizations working, just like Harriet did, to help slaves worldwide gain their freedom:

International Justice Mission ([www.ijm.org](http://www.ijm.org))

Pray

We've learned through our lessons each week that God hears his people and works in mighty ways when they pray.

Sometimes praying seems hard! How can you and your group pray with purpose? Write your ideas below!

Write a prayer based on some of the things we have thought about today.

Dear Lord,.....  
.....  
.....  
.....



This image shows what you will find at the bottom of the screen if you follow the link above. The 'Watch Now!' section lets you watch the whole story of Harriet Tubman if you sign up to an account for free.

If you are able to watch the full story, you may like to complete the activity below by numbering the pictures from the story in the order in which they happened.